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Reports of the New Mexico Superintendent of Public Instruction

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Report of the Superintendent of Public Instruction ... <March 1, 1891, to December 31, 1891>-<for the year ending December 31st, 1896>, <for the scholastic year ending October 1, 1902>, <for the scholastic year ending October 1, 1904>

Annual report of the Superintendent of Public Instruction to the Governor of New Mexico, <16th (December 1906)>

LLMC 01-795t

SIXTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Instruction

TO THE

GOVERNOR OF NEW MEXICO.

December 1906.

SANTA FE, N. M.:
THE NEW MEXICAN PRINTING COMPANY
1907

REPORT.

TERRITORY OF NEW MEXICO,
Department of Public Instruction.

Honorable Herbert J. Hagerman, Governor of New Mexico.

Sir:—In compliance with the requirements of the laws of New Mexico, I have the honor of submitting herewith the Sixteenth Annual Report of the Superintendent of Public Instruction for the official year ending August 1, 1906.

Very respectfully yours,

HIRAM HADLEY,
Superintendent of Public Instruction.

Santa Fe, New Mexico, December 31, 1906.

TERRITORY OF NEW MEXICO OFFICIAL SCHOOL REGISTER.

New Mexico Territorial Board of Education.

Governor Herbert J. Hagerman, President, Santa Fe.

Hiram Hadley, Sup't Public Instruction, Secretary, Santa Fe.

W. G. Tight, President University, Albuquerque.

Luther Foster, President Agricultural College, Agricultural College.

C. M. Light, Principal N. M. Normal School, Silver City.

Edmund J. Vert, President Normal University, E. Las Vegas.

George Crosby, President St. Michael's College, Santa Fe.

James E. Clark, Assistant Superintendent Public Instruction, Santa Fe.

HEADS OF TERRITORIAL EDUCATIONAL INSTITUTIONS.

New Mexico University, W. G. Tight, President, Albuquerque.

Agricultural College, Luther Foster, President, Agricultural College.

New Mexico Normal School, C. M. Light, Principal, Silver City.

N. M. Normal University, Edmund J. Vert, President, E. Las Vegas.

N. M. School of Mines, R. P. Noble, President, Socorro.

N. M. Military Institute, Col. J. W. Willson, Superintendent, Roswell.

School for Deaf and Dumb, W. C. Connor, Jr., Superintendent, Santa Fe.

N. M. Institute for the Blind, S. H. Gill, Superintendent, Alamogordo.

SUPERINTENDENTS OF CITY SCHOOLS.

Albuquerque, W. D. Sterling; East Las Vegas, R. R. Larkin; Raton, A. D. Hoenshel; Roswell, C. D. Thompson; Santa Fe, J. A. Wood.

PRINCIPALS OF TOWNS, INCORPORATED AND UNINCORPORATED.

Alamogordo, E. R. Graham; Artesia, B. F. Brown; Belen, George L. Guy; Carlsbad, Wm. M. Heiney; Clayton, R. L. Templeton; Deming, J. F. Doderer; Dawson, D. L. Lucas; Estancia, Wybert Brown; Farmington, H. F. Thomas; Gallup, W. H. Decker; Folsom, Bettie Trail; Lakewood, A. A. Kaiser; Hagerman, W. F. Osborne; Las Vegas, Anna J. Rieve; Lake Arthur, J. W. Holder; Las Cruces, W. O. Evans; Lincoln, Mrs. W. S. Gumm; Portales, C. W. Prugh; Roy, James Ellison; Santa Rosa, J. D. Templeton; Silver City, W. H. McFarland; Socorro, R. W. Twining; Springer, Myrtle Decker; Tularosa, A. J. Smith; Tucumcari, C. E. Ware; White Oaks, Carrie Covington.

COUNTY SCHOOL SUPERINTENDENTS.

Bernalillo—A. B. Stroup, Albuquerque.
Chaves—J. M. Reid, Roswell.
Colfax—Carl Lefforge, Springer.
Dona Ana—A. J. Fountain, Mesilla.
Eddy—M. P. Kerr, Carlsbad.
Grant—Alvan N. White, Silver City.
Guadalupe—Patricio Quintana, Santa Rosa.
Lincoln—L. H. Rudisille, White Oaks.
Luna—A. A. Temke, Deming.
McKinley—R. B. Lanigan, Gallup.
Mora—Modesto Garcia, Mora.
Otero—A. J. Smith, Alamogordo.
Quay—Milnor Rudulph, Tucumcari.
Rio Arriba—Silviano Roybal, Chamita.
Roosevelt—J. S. Pearce, Portales.
Sandoval—Jose Felipe Silva, Bernalillo.
San Juan—C. D. Smith, La Plata.
San Miguel—Leandro Lucero, Las Vegas.
Santa Fe—Marcelino Garcia, Santa Fe.

Sierra—Francisco Luna y Garcia, Monticello.
Socorro—Jose Antonio Torres, Socorro.
Taos—Daniel Sisneros, Questa.
Torrance—JuanC. Jaramillo, Torreon.
Union Eligio Martinez, Logan.
Valencia—Jesus C. Sanchez, Tome.

COUNTY SUPERINTENDENTS FOR 1907-1909.

Bernalillo—A. B. Stroup, Albuquerque.
Chaves—Mark Howell, Roswell.
Colfax—C. O. Fisher, Raton.
Dona Ana—George Lynch, Las Cruces.
Eddy—M. P. Kerr, Carlsbad.
Grant—Colin P. Neblett, Silver City.
Guadalupe—Fidel Gallegos, Colonias.
Lincoln—S. G. Anderson, Carrizozo.
Luna—Nay B. Gorman, Faywood.
McKinley—R. B. Lanigan, Gallup.
Mora—Ricardo Martinez, Watrous.
Otero—J. J. Cridebring, Alamogordo.
Quay—Milnor Rudulph, Tucumcari.
Rio Arriba—Antonio de Vargas, Ojo Caliente.
Roosevelt—J. A. Fairly, Portales.
Sandoval—J. Felipe Silva, Bernalillo.
San Juan—Dr. C. D. Smith, La Plata.
San Miguel—Porfirio Gallegos, Las Vegas.
Santa Fe—John V. Conway, Santa Fe.
Sierra—J. F. Parker, Hillsboro.
Socorro—Domingo A. Ortega, Socorro.
Taos—Eli Hartt, Ranches de Taos.
Torrance—Juan C. Jaramillo, Torreon.
Union—Lucino Castillo, Folsom.
Valencia—Jesus C. Sanchez, Tome.

REMARKS ON THE STATISTICAL TABLES.

The reports from the several counties are supposed to cover each a period of a year; but they do not all cover exactly the same period.

Please notice the proportion of male teachers to female teachers in the different counties, and then ask yourself the question, What does this indicate; For instance, Bernalillo County, 14 males and 63 females; Chaves 12 males, 27 females; Grant 2 males and 33 females; Mora, 32 males and 10 females; Rio Arriba, 51 males

and 9 females; Sandoval, 17 males and 8 females. In like manner go over the whole list.

Next notice that about 25 per cent more males than females are enrolled in schools. What does this suggest to you? Next notice that only about 50 per cent of the enumeration of pupils are enrolled in school at all. Then ask, what about our compulsory attendance law? Are you satisfied with this showing? Next consider the length of term. In this report, every room presided over by one teacher is called a separate school, and in high schools, every teacher doing full work is called a school. It will be noticed that the average length of term is a little short of 5.7 months. But it must be remembered that his includes all graded and city schools, which are maintained usually nine months in the year. This brings the rural schools down to less than this time.

Let us next study the poll tax column. It will be seen that the gratifying sum of over $25,000 has been collected from this source. No doubt that this is a very much larger sum than has ever before been realized from this source, but it should be easily doubled. No doubt that in New Mexico are not fewer than 70,000 registered voters; and after making due allowance for those who are not able-bodied, it will leave no fewer than 60,000 who should pay this tax. It is a real blessing to many persons to be made to pay this tax. It gives them a different interest in the schools when they have a little money invested in them, even if it was wrung from them. Again, although many families are "long" on children and "short" on property, it is a very rare case when to pay this tax will worg any hardship. The poll-tax law is one of the easiest on our statutes to enforce, and the efficiency of its enforcement is a pretty sure index of the efficiency of the school officers whose business it is to collect this tax. Whilst it is the special duty of the clerks of the district boards to collect it, it is the duty of the County Superintendent to see to it that they do it. Based upon the number of pupils enrolled in the schools, the respective counties have collected per pupil enrolled as follows: Bernalillo County, 89c; Chaves, 52c; Colfax, 54c; Dona Ana, 88c; Eddy, 27c; Grant, 95c; Guadalupe, 74c; Lincoln, 85c; Luna, 42c; McKinley, $1.82; Mora, 57c; Otero, 67c; Quay, 82c; Rio Arriba, 56c; Roosevelt, 54c; Sandoval, 43c; San Juan, 74c; San Miguel, 49c; Santa Fe, 39c; Sierra, 62c; Socorro, 84c; Taos, 26c; Torrance, $1.10; Union, 59c; Valencia, $1.08.

SPECIAL LEVIES.

In addition to other sources of revenue for schools, every school district has the power, by an affirmative vote of the people, to levy a special tax of not to exceed ten mills for school purposes. By studying this column we observe that the following have not made any such levy: Grant, Mora, Rio Arriba, Sierra, Taos, Torrance, Valencia. In many of those that special tax has been levied, as shown by this summary, it will be found upon examination of the full reports of said counties, that this levy is chiefly confined to the towns and cities. Thus: In Bernalillo County, no strictly rural district levied any such tax; in Colfax County, outside of Raton, 10 districts out of 32 made such levies. In Dona Ana County, Las Cruces alone made such levy. In Eddy County, 5 rural districts out of 15 made such levy. In Guadalupe are 21 districts, but Santa Rosa alone made such levy. In Lincoln County, 7 districts out of 26 levied this tax; Otero, 6 out of 21; Roosevelt County, outside of Portales, 5 districts out of 14 levied. Sandoval County, 3 districts out of 21 levied. San Miguel County, 79 districts outside of Las Vegas, and not one of them levied a tax. San Juan, 20 disricts, and 15 of them, including Farmington and Aztec, levied such tax. For this kind of enterprise, San Juan County takes the lead of all others in the Territory. Nine districts in San Juan County have also issued bonds for the building of school houses. Socorro County, 46 districts outside of the town of Socorro, and 14 of them have made such levy.

Thus it will be seen that comparatively few of the rural districts have made special levies for school purposes. This, properly interpreted, indicates that a great portion of our people have not yet come to the point of sufficiently appreciating the value of education, to tax themselves for the support of schools. Our schools will never be what the emergency of the case demands until local pride and patriotism take hold of the matter and the people are willing to pay for their support. In this connection, another thought is worth mentioning, I think. It is a cardinal principle of a free democratic government that the people *must* be educated. Experience has shown that this is best accomplished by a judicious combination of National and State aid with local support. It is an admitted axiom that the strong must help the weak; the rich the poor. Hence many of the most enlightened commonwealths pay into the State treasury a tax levied and collected according to the assessed valuation of the taxable property, and then distribute this according to the enumeration of children of school age. Thus,

the rich help to educate the poor. I do not know how long it will be before New Mexico legislators will recognize the fact that certain portions of New Mexico will continue extremely illiterate unless the Territory gives some such aid to their schools. I am ready to see the Territory take an immediate stand in this regard. I should be glad to see the Territory levy a four mill tax, and have the proceeds paid into the Territorial Treasury and then apportioned as I have indicated. To give a concrete example of what some other States are doing in this respect, I might say that Marion County, Indiana, according to the late January apportionment, paid into the State treasury for school purposes the sum of $95,936.92 and received back, when the distribution was made, the sum of $79,910.95. The difference went to one of those sections which is "long" on children, and "short" on property. On the other hand, Perry County paid in $2,180.72 and received back $9,233.51. When we reflect that the illiteracy of New Mexico, according to the statistics of 1900, is 33.2 per cent of the people over ten years of age, and that of Iowa and Nebraska is only 2.3 per cent, we see what we must do if we expect to rise above the rank of 47th in a column of 50, as at present. Will we go to work more vigorously?

FINES.

As I study the column of "fines," as reported, I am impressed with the thought that one of two things must be true: Either the fines have not been properly turned into the school fund, or this account has not been kept separate, so that it could be so reported. I recommend that, in future, accounts be so kept that this item will show the exact revenue from this source.

LICENSES.

This column shows that nearly $120,000 have been collected from this source. A fair estimate is that 80 per cent of this sum comes from saloon and gambling licenses. As we reflect upon this, some serious questions present themselves. When this sum has been expended in the support of schools, to what extent has it served as an antidote to the corrupting and destructive influences of saloons and gambling dens upon the young men of our country? There are many conscientious teachers who hesitate to accept for services money that has been acquired in such manner. Let no one sneer at their sensitiveness on such a matter. Can not our Territory devise some means for the support of schools without depending so largely upon the price of manhood and useful lives?

INSTITUTES.

It will be observed that over $3,200 were raised for the support of Teachers Institutes. It gives me great pleasure to be able to say that there can be no question that the character of these during the past year was far superior to that of any previous year. The quality of the instruction was higher, and the serious attendance of teachers was much more commendable. Nevertheless, it is true that by far too large a portion of so-called teachers reluctantly avail themselves of this opportunity for the better fitting of themselves for the work of teaching. Without exaggeration, it can be said that most of those who do not attend are the ones who are in greatest need. The people tax themselves for the support of these, because they want better teaching done, and it will be wise to take any means necessary to see that teachers who do not attend, do not occupy the place of teachers in our schools. The legislature should take such steps as most states have taken to provide some kind of qualification for conductors of these institutes, so that incompetent persons may not be secured for this responsible work. This institute fund is a sacred one, and care should be taken to see that it is not squandered.

TEACHERS' WAGES.

This column shows that about $276,000 have been expended for teachers' wages. This sum divided by the total number of months taught—4,821—gives about $57 for the average monthly salary. This, of course, includes the salaries in towns and cities as well as those of the rural districts.

Everywhere and in all lines of business, the salary question has already become one of anxiety and importance. The increased demands of commercial life, in its various branches, for skilled clerical help, and the more attractive remuneration, and the greater security of permanent employment, have combined to so seriously thin the ranks of teachers as to produce a great scarcity. I see no alternative but to treat this question commercially,—pay better wages and in other ways make the vocation of teaching more attractive or suffer a great decline both in the supply and the efficiency. The great desideratum in school work is efficiency, and this deamnds competent men and women who can command good salaries in any line of work. It is very desirable in New Mexico to raise the standard of qualifications of our teachers; but to do this without adequately raising the compensation will make it impossible to secure competent men and women. This problem confronts our people for solution.

THE DISTRICT SYSTEM.

The district system in New Mexico, as in most other parts of the United States, is very unsatisfactory. The following are some of the reasons:

(1) It is very difficult to find citizens who care to give the necessary time to this service to become acquainted with its duties and to attend to them. It is no unusual thing to receive reports from County Superintendents that they can not find any one who will accept the position of school director. It requires so great a number of men to attend to this business according to our laws, that it is impracticable to attach any compensation to the office, as this would soon bankrupt the whole school treasury. As it requires some time to attend to the duties, boards are too often tempted by furnishing fuel, rent, and janitor services, to do things that they should not do.

(2) With our great stretches of uninhabited tracts of land, it is impossible to so divide up into districts as to accommodate the people to the best advantage. Whilst we have nominally district boundaries, in fact, little attention is paid to these when people send to school. It is no unusual thing for the rancher or farmer or miner to move his family to the town or village and enjoy the school advantages during the winter, and then move back again when Spring comes. There is no law for charging tuition, but some boards do charge for outsiders and others do not.

(3) If there happens to be any neighborhood factions—and somehow it often does so happen—the difficulties of the community are almost sure to head up and find expression in the district school board, and bitter quarrels are sustained over school matters.

(4) It is very difficult to find persons with the necessary intelligence and public spiritedness to attend to the duties as prescribed by law.

(5) Whilst I have little thought that people in general will agree with the idea, I am willing to say that many States have already done away with the district system, have wiped out district boundary lines, and are centralizing the management of their schools. They build school houses where people congregate—in centers of population. Then they permit the citizens to elect to which school they will attach themselves, whether it be to one of the rural districts, or to some incorporated town or city. And then a small educational board manages the whole educational interests of a county or a township.

I believe most fully in maintaining the integrity of power in

the hands of the people, but experience everywhere has satisfactorily shown that educational matters are more efficiently managed when the power of the people has been delegated to small boards of education. Therefore, whenever the people are ready to do so, I shall be in favor of wiping out district boundary lines and electing by the people a small county board of education to whom the educational interests of the county may be assigned. This step would require the adjusting of some other matters but none of them present any great diffiulties.

SCHOOL HOUSES.

As shown by the statistics, the sum of $100,000, during the year, was expended in new buildings and furniture. A number of very creditable school buildings were erected. Among these may be mentioned the beautiful and commodious building in Santa Fe, first occupied last Spring. It would be creditable to any town or city anywhere. The approximate cost of grounds and building was $50,000. Most of the cities and towns of the Territory are fairly well supplied with good comfortable buildings. The same can not be said of the rural districts. In regard to the rural districts I have not been able to obtain full information. The following are samples of what I have received:

Colfax County:—Nineteen rural districts own their houses and eight do not.

Guadalupe County—Out of eighteen strictly rural districts, each of nine own its house, the value ranging from $100 to $1,500. Santa Rosa has a building worth $8,200.

Luna County—Each district save one has a convenient and substantial school house.

Santa Fe County—Of twenty-nine rural districts, each of twenty-four owns its school house.

San Juan County—Each of thirteen districts owns its building, approximate value $11,400, and these districts are bonded for $11,205.

Sierra County—Of nineteen districts, each of ten owns its house, ranging in value from $200 to $2,000.

Valencia Couny—Of twenty-five districts, each of nine owns its house.

In some communities, the people by voluntary contributions have built good houses. Such efforts are very commendable and accurately indicate a progressive, wide-awake citizenship. In many portions of our Territory there is great scarcity of houses and the people are slow in remedying the deficiency. The people

COUNTY.	TEACHERS.			ENROLLMENT.			AVERAGE DAILY ATTENDANCE.			NO. OF PERSONS BETWEEN THE AGES OF 5 AND 21 YEARS.			No. of Schools.	Total No. of Months Taught.	Bala Ju 1, 1
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.			
Bernalillo	14	63	77	1,746	1,655	3,401	1,091	1,154	2,245	3,841	3,637	7,478	73	529	$ 6,8
Chaves	12	27	39	950	968	1,918	583	598	1,181	1,500	1,423	2,923	41	265	5,54
Colfax	12	41	53	1,043	1,029	2,072	646	673	1,319	1,878	1,716	3,594	52	337	6,1
Dona Ana	4	20	24	772	624	1,396	485	340	825	2,330	2,027	4,357	24	147	12,9
Eddy	16	22	38	770	702	1,472	484	466	950	1,489	1,274	2,763	37	262	2,4
Grant	2	33	35	861	767	1,628	461	425	886	1,960	1,788	3,748	35	241	13,89
Guadalupe	12	13	25	523	458	981	330	302	632	1,162	1,111	2,273	25	130	3,58
Lincoln	8	18	26	543	455	998	289	249	538	907	812	1,719	26	124	2,66
Luna	2	10	12	306	310	616	165	180	345	547	571	1,118	12	88	2,79
McKinley	4	8	12	272	228	500	189	171	360	372	298	670	12	77	1,00
Mora	32	10	42	1,181	913	2,094	773	573	1,346	1,860	1,726	3,586	36	167	5 48
Otero	12	24	36	842	714	1,556	506	445	951	1 287	1,115	2,402	36	194	3,20
Quay	7	6	13	271	227	498	145	135	280	782	693	1,475	13	70	3.51
Rio Arriba	51	9	60	1,448	1,161	2,609	737	589	1,326	2,508	2,232	4,740	51	190	3,31
Roosevelt	8	18	26	789	775	1,564	597	624	1,221	1,305	1,234	2,639	25	154	1,93
Sandoval	17	8	25	581	564	1,145	446	438	884	1,192	1,219	2,411	25	114	3.39
San Juan	12	16	28	636	547	1.183	420	359	779	927	760	1,687	28	151	1,19
San Miguel	53	33	86	2,087	1 648	3,735	1,266	1,052	2,318	4,113	3,531	7,644	86	486	10,09
Santa Fe	22	19	41	1,180	713	1,893	715	410	1,125	2,224	2,089	4,313	38	216	2,94
Sierra	12	7	19	450	360	810	258	198	456	679	603	1,282	19	96	4,77
Socorro	36	18	54	1,474	1,067	2,541	967	673	1,640	2,318	2,013	4.331	54	248	7,08
Taos	24	10	34	1.072	707	1,779	726	499	1.225	1,951	1,711	3 662	33	135	5,68
Torrance	8	4	12	344	213	557	198	118	316	788	687	1.475	11	44	3,56
Union	23	8	31	677	479	1,156	569	436	1,005	1,287	1.088	2,375	28	185	5,96
Valencia	18	14	32	775	500	1,275	610	411	1,021	1,630	1.398	3,028	31	171	15,68
	421	459	880	21,593	17,784	39,377	13,656	11,518	25,174	40,937	36.756	77,693	851	4821	$ 135,6

NOTE:—A close examination of the financial portion of this statistical table ust convince any one that it is not strictly correct. B

EDUCATIONAL STATISTICS FOR THE YEAR 1905-1906.

No. of Schools	Total No. of Months Taught	RECEIPTS.										EXPENDITURES.									Amount of Bonded Indebtedness	Paid for the Examination of Teachers
		Balance June 1, 190	2 m Ter'l Levy and Land Leases.	Poll Tax.	Special Levies.	Fines.	Licenses.	Sale of Bonds.	Institute Fund.	Miscel. Sources.	Total Including Balance.	Teachers' Wages.	New Buildings Grounds and Furniture.	Repairs and Improvements	Rent and Fuel.	Interest on Bonds	Books for Indigent Children.	Institute Fund.	Miscel. Purposes.	Total Expenditures.	Balance on Hand.		
73	529	$ 6,827 72	18,965 05	3,043 00	22,246 87	86 50	21,251 12	.....	150 00	722 66	73,292 92	35,051 00	4,229 65	1,017 17	2,386 12	5,612 00	.....	147 00	9,126 85	57,569 79	15,723 13	102,000 00	60 00
41	265	5,549 43	3,986 73	991 31	1,357 70	1,357 88	4,669 44	13,836 72	184 00	3,794 20	35,677 41	25,927 70	5,176 74	503 80	3,285 19	3,831 69	....	155 32	635 82	41,660 94	5,998 34	55,763 30	30 00
52	337	6,155 87	11,341 65	1,126 46	8,623 94	446 98	10,389 72	6,997 10	202 75	121 44	45,405 90	20,180 95	12,626 58	1,650 50	550 19	2,065 80	.. ...	199 50	754 75	38,028 27	7,377 63	40,350 00	90 00
24	147	12,965 28	7,646 15	1,224 56	1,188 73	380 13	2 852 01	....	176 95	295 37	26,729 18	7,971 50	10,856 70	641 69	387 12	877 99	6 40	130 00	415 44	21,290 84	5,438 34	14,745 44	90 00
37	262	2 442 32	12,221 63	392 00	2,114 03	20 00	4.362 24	. ...	178 00	525 57	22,255 79	12,729 00	41,100 00	99 48	398 16	232 56	....	175 50	5,524 88	19,308 07	2,947 72	23,884 00	120 00
35	241	13,891 37	8,918 69	1,549 39	... .	1,528 56	7.925 76	....	181 00	249 00	34,743 77	15,562 75	903 53	1,118 92	891 75	....	... .	181 00	156 02	18,813 97	15,429 80	....	180 00
25	130	3,581 64	5,691 93	727 00	541 13	... . .	6,012 60	....	82 00	.. . .	16,636 30	6,969 00	500 00	802 72	1,252 48	....	....	82 00	126 33	9,732 53	6,903 77	.....	60 00
26	124	2,669 66	3,432 14	818 36	1,821 70	263 52	1,349 28	....	121 65	693 95	11,195 26	5,735 00	28 75	146 44	131 56	1,558 41	....	103 60	716 38	8,420 14	2,775 12	24,000 00	40 00
12	88	2,796 36	7,399 00	268 00	5,300 04	252 02	3,925 37	.. ....	56 00	. . ..	19,986 79	7,564 85	8 00	474 60	359 13	193 25	32 60	53 05	4,711 83	13,397 31	6,589 48	....	30 00
12	77	1,000 31	2,052 96	912 00	1,188 70	494 80	5,326 21	.. .. .	60 00	352 49	11,387 47	7,029 50	. . . .	1,090 58	435 50	453 20	.. ..	50 00	1,460 47	10,519 25	868 22	7,500 00	00 00
36	167	5 488 74	3,766 83	1,198 10	. . ..	157 00	3,306 06	....	115 00	..	14,031 82	6,817 93	....	545 77	580 88	....	..... .	115 09	403 25	8,462 83	5,568 99	3,700 00	150 00
36	194	3,205 48	5,622 50	340 80	6,688 94	816 99	2,055 33	....	116 00	600 00	19,316 04	11,605 00	555 35	439 14	287 04	1,336 20	... .	115 92	2,075 44	16,414 09	2,931 95	24,500 00	45 00
13	70	3 511 07	1 767 03	410 34	... . .	... .	1,597 44	.. ..	89 00	....	7,374 88	3,105 50	...	65 89	....	... .	....	81 75	339 80	3,592 94	3,781 94	8,000 00	60 00
51	190	3,312 37	8,143 75	1,459 00	....	... ...	4,382 00	... .	175 00	.. ..	17,472 12	8 295 00	649 95	....	1,474 47	... .	....	175 00	. ....	10 594 42	6,877 70	. .....	40 00
25	154	1,931 61	4,415 77	841 10	1,787 28	41 60	5,433 65	7,500 00	197 00	... . . .	22,147 99	9,122 00	.. ..	125 00	660 60	204 08	....	197 00	290 85	10,599 53	11, 548 46	11,800 00	90 00
25	114	3 397 65	1,937 89	487 90	800 28	32 50	1,078 20	165 57	86 00	. . . .	7,935 99	3,897 50	92 20	161 17	242 23	108 00	128 67	66 00	53 45	4,749 22	3,236 77	1,800 00	90 00
28	151	1,195 73	2,789 41	865 66	4,938 71	....	1,292 80	....	98 00	377 71	11,558 02	7,442 50	191 40	239 12	205 72	733 10	3 35	98 00	316 30	9,229 19	2,328 53	11,205 04	45 00
486	486	10,091 10	10,772 17	1,847 74	9,586 08	52 71	7,948 80	.. . .	166 00	..... .	40,464 60	26,097 37	226 09	1,320 30	1,212 92	3,081 60	212 66	131 15	1 999 88	34,281 97	6,182 63	61,500 00	195 00
38	216	2,942 27	7,992 00	738 11	2,533 96	18 24	3,689 05	....	111 00	39 509 40	57,534 03	11,9-9 69	34,098 87	.07 30	470 24	99 18	104 53	111 00	866 04	48 216 85	9,287 18	1,303 40	90 00
19	96	4,753 69	2 382 80	500 85	.. ..	23 95	1 411 20	....	100 00	32 00	9,204 59	4 853 50	... .	231 78	353 66	.. ..	.. . .	63 25	233 12	5,735 31	3 369 28	.. ..	37 50
54	248	7,080 74	8,317 90	2,136 58	2,253 37	. . ..	5,959 68	. . ..	195 00	68 60	26 011 67	12,210 95	17 00	574 35	1,304 88	1,105 24	40 75	163 00	773 04	16,189 21	9,822 46	18,000 00	135 00
33	135	5,680 24	7,055 57	479 48	.. . .	502 00	3,311 66	. .	104 00	. . ...	17,132 95	5,810 00	237 50	800 66	739 00	. . .	. .. .	104 00	.....	7,691 16	9,441 79	... .	90 00
11	44	3,569 96	1,036 08	612 00	. ...	34 00	1,586 24	. . . .	84 15	15 94	6,938 37	2,095 00	163 84	247 37	140 10	35 00	6 30	65 82	243 19	2,996 62	3,941 75	... ...	50 00
28	185	5,968 40	6,959 83	680 20	3,970 38	201 81	2,958 88	... .	146 00	.. . .	21,885 50	10,568 00	. . ..	495 93	1,051 85	1,300 00	. . ..	146 00	2,151 33	15,716 11	6,169 39	....	180 00
31	171	15,682 78	4,297 50	1,369 55	....	36 90	3,079 92	. . ..	83 00	. . . ..	24,549 65	7,811 75	.....	170 60	928 16	.....	....	83 00	. ...	8,993 51	15,556 14	....	55 00
851	4821	$ 135,691 79	158,912 96	25,034 29	76,841 82	6,748 18	118,154 76	28,499 39	3,257 50	47,292 92	600,449 01	276,442 94	101,662 15	13,473 28	19,728 95	22,828 30	533 36	2,992 86	32,741 64	442.234 37	170,196 51	410,051 18	2,052 50

t strictly correct. But, after much effort to reconcile the reports from two counties, without success, the above is the best I can do. H. H.

should awake to the importance of good, comfortable houses, if they wish their children to be properly educated. These can not be built without money, and money in sufficient amount can not be had without specil levies of taxes or the issue of bonds. In this connection, I think that some authoritative architectural supervision of, or planning, of school houses would result in great advantage to the people and the cause of education.

THE TERRITORIAL BOARD OF EDUCATION.

This Board has held quarterly meetings during the year. At these meetings almost every phase of educational interests has been discussed, and such action, within the powers of the Board, has been taken as the exigencies of the times demanded. The school law with its imperfections has claimed much attention. This Board has also prepared questions for the examination of teachers, and prepared a course of study for institutes. Without power to compel its use, it has, nevertheless, recommended a course of study for use in the common schools.

In the administration of the law giving it power to grant territorial certificates, it has issued seventy-one five years' certificates and eighteen life certificates, as follows:

Myrtle M. Decker
Elizabeth R. Jackson
William H. Decker
Matilda R. Koehler
Grace E. Osmer
James A. Wood
Sallie Hume Douglas
Isabel S. Eckles
Mrs. Dora C. Fletcher
Mattie Secrist Garlick
Elizabeth Swan
Minnie Holzman
Maggie J. Bucher
R. R. Larkin
Elba Dickinson Stoneroad
Maggie M. Mayers
P. A. Marcelino
Lottie Sweet.

FIVE YEARS' CERTIFICATES.

B. F. Brown
Florence Utter
James E. Clark
Aubrey Boone
Wm. M. Heiney
Chas. M. Elam
Marion Winters
Grace L. Moon
Louise Sporleder
Adah Vaughn
Lillie G. Johnson
Lillian Gray
Bessie Brown
H. F. Thomas
Elizabeth Foster
Mertie Williams
Grace Lyle
Mary F. Gill
J. R. McCollum
Vashti E. Thomas
Irene S. Whitmore
Martha Peters
Ellen Frances Daniels
Edith Rodkey

Amelia Gilliland
C. W. B. Link
Don C. Taylor
Nettie Estelle Coffey
Luna Craven
Ola Chenoweth
Leonore Pearce
R. R. Grant
W. F. Osborne
Brice Stephenson
Elizabeth Telfer
Pearl Barker
Maud Hager
John F. Doderer
Georgia Murray
Annie T. Aitkin
Winnifred Martin
Emma Phillips Swickard
Ethel M. Scott
Hinda Barry Eskridge
Phyllis Lee Nisbet
Mrs. Mattie Smith
Helen Higgason
Clara Gerhart.
Lillian Huggett
Coleman H. Bush
Sadie Barney
R. H. Templeton
Inez Barnes
Agnes McCallum
Blanche Irene Perkins
Erma Mary Ferguson
Beatrice A. Sleight
Dorothy Hoffman
Sarah M. Hall
Alice A. Legros
Mable Mae Parks
Ruby G. Schlott
Barbara Raithel
George L. Guy
Etta Lee Shepherd
John H. Vaughan
I. Liyola Dillon
Clayton William Prugh
Ludie B. Upchurch
Katherine Van Moll
Emma Belle Sweet

In the administration of the law in regard to granting territorial certificates the following are the chief rules of the board:

(1) A certificate is not granted to a non-resident until he has been employed to teach in New Mexico.

(2) Graduates of first class Normal Schools are usually granted a five years' certificate. If they have had five years' successful experience in teaching they may be granted a life certificate.

(3) No life certificate is granted to any person who has not had at least five years' experience in New Mexico.

(4) Graduates of Colleges other than Normal Schools, must have three years' successful experience in teaching.

(5) A fee of $3.00 is charged for the five years' certificate, and $10.00 for the life certificate.

(6) Before an application will be considered the applicant must fill a prescribed blank and file it with the superintendent of public instruction.

PRESIDENT'S REPORT OF THE UNIVERSITY OF NEW MEXICO FOR THE YEARS 1905-1906.

The commencement exercises of May 11, 1906, closed a very satisfactory year in the history of the University. The enrollment for the year was very satisfactory. *The total enrollment in all departments was ninety-one.*. Three years ago there was not a student of college grade, but during the school year 1905-1906; in spite of the fact that three years ago the preparatory course was lengthened from three to four years, there were *thirty-five students of college rank distributed through the four years of the college* course, a gain over last year of nine. While this fact is most encouraging, it will be apparent that the addition of these college classes has greatly increased the duties of the teachers, and some departments, notably those of Latin and Greek, Modern Languages, Physics, and Mathematics, must be assisted at an early date.

There were seventeen graduates from the several departments distributed as follows:

Preparatory school..... 7
Normal school..... 9
College of letters and science.... 1

BUILDINGS.

The material equipment of the University has been enlarged during the year by the erection of a central heating plant.

The present buildings include the Administration Hall, which is a large commodious four-story brick building. The first floor contains the executive office or reading rooms, the library and three large and well furnished recitation rooms. The second floor contains four recitation rooms and two offices. The third floor is occupied vy a large assembly room. Two large rooms in the basement are used as ladies' and gentlemen's rooms.

The Hadley Climatological Laboratory serves as the home for the science work of he University, and, as you are already aware from former reports, was presented to the University as a gift largely contributed by Mrs. Walter Hadley, and was established for the exact purpose of investigating the climate of the arid plateau of New Mexico in relation to disease. A broad view is taken of the scope of this work, and many correlated subjects are under consideration. This laboratory occupies a unique position in the field of science, as it is the only one in the country having this special object in view in its founding. That the work done in the laboratory is meeting the expectations of men of science at large and

calling attention to the special advantages offered by the healthful climatic conditions of New Mexico, is manifest. Through the labors of Prof. John Weinzirl, the vice-director, the trustees of the Elizabeth Thompson Science Fund of Boston have been so attracted to this field of work, which is of such far-reaching importance to the whole human race, that they have awarded two gifts to the laboratory, of $125 each, for the years 1904 and 1905, to be used in the investigation under way.

The gymnasium is a substantial building 30 by 50 feet. It is provided with lockers and dressers and the best of apparatus, which has been added in the past year is arranged on an outdoor frame work of iron. The irrigation reservoir makes a magnificent swimming pool, 120 feet long and 60 feet wide. Provision is made for physical measurements and record. Outdoor athletics are encouraged within the bounds of moderation.

The ladies' cottage which was formerly the residence of the custodian, served during the year as a general boarding hall, and for the accommodation of a few young ladies.

LIBRARY.

The library contains about 7,000 bound volumes and about 12,000 pamphlets. The Dewey system of cataloguing is used, and the reading table in connection with the library has upon it a good supply of the best current periodicals and papers.

UNIVERSITY GEOLOGICAL SURVEY.

Following the plans pursued for many years, considerable field work in geology has been done during the past year at private expense and in connection with the field instruction of the classes in geology, but, for the lack of funds, the results of the work have not as yet been published. This work was largely confined to the Sandia and San Pedro mining districts, the vicinity of the Albuquerque volcanoes and adjacent mesas, and the saline lands of the Pecos valley and the White Sands' region near Alamogordo and at Bluewater. Some very interesting results have been secured.

COURSES OF STUDY.

It will be noted from the catalogue of the University for 1905-1906, which is part of this report, and from former reports, that from the time of the organization of the University up to the present there has been a rapid increase in the amount and variety of the study offered and in the standards of entrance requirements. This year has been a substantial advance along these lines. The requirements for admission to the preparatory school have

been brought up to those of the best academies and high school of the country. No students are now admitted who have not completed the work of the eight-grade of a public school of recognized standing. The preparatory course which was three years in duration, was three years ago increased by action of the board of regents, on recommendation of the faculty, to four years. Students who complete the preparatory course are now prepared to enter the freshman class of this or any other university in the country. The commercial and normal courses have also been strengthened.

The college course embraces four years of work, as heretofore, but the plan of studies has been so changed that a greater freedom of selection within prescribed limits, is granted to the students, thereby tending to adapt the course of study more nearly to the individual characteristics of the student. Two years of a four years' engineering course has been added.

The standard of work done in four years in the preparatory school and four years in the college, places this University alongside of the state universities in the land. Your special attention is called to the effect which the constant raising of the standard of the work has had on the attendance of the school in point of members. It is a well recognized fact that the per cent of scholars who remain in school steadily decreases from the primary grades to the high school, and the same law holds good for the higher work of the college. It is therefore a source of congratulation to the people of this Territory that, with the increasing standards of requirements, the University has maintained about the same average attendance of students. Now that the work is up to the recognized standard of the land, it may confidently be expected that the next few years will see a very substantial increase in the number of students enrolling in the University. It is believed that the Regents have shown their wisdom in constantly developing their curriculum at the expense of large numbers, until now the University stands where it was intended by its wise founders that it should stand,—at the head of the system of public instruction of the Territory, leading directly on from the last year of the high school through college. At the same time it has been found necessary to maintain the preparatory school to meet the demands of large numbers of our youth of both sexes, who are not so favorably located that they may have the advantages of a high school training.

FACULTY.

The faculty for the school year 1905-1906 included; William G. Tight, Ph. D., President, Professor of Geology; Josephine S. Par-

sons, Principal of Commercial Department; Charles E. Hodgin, B. Pd. Dean, Professor of Education; John Weinzirl, M. S., Director of Hadley Climatological Laboratory and Professor of Chemistry and Biology; Ethel A. Hickey, A. B., Professor of English; Rupert F. Asplund, A. B., Professor of Latin and Greek; Aurelio M. Espinosa, Ph. B., Professor of Romanic Languages; Martin F. Angell, M. S., Professor of Physicis and Mathematics; Della J. Sisler, A. B., Librarian and Instructor in History; John H. Crum, Instructor in Expression and Physical Culture; Lillian G. Huggett, Student Assistant; and Lena Faber, Stenographer.

I take pleasure in saying that the professors are persons of high training, and, with but few exceptions, have had large experience in University work in older institutions. With such a competent faculty in our territorial university, there is little need of our people sending their children to distant schools, where, as a matter of fact, they often come under the instruction of less competent teachers.

NEEDS.

But little progress has been made in meeting the needs of the University in its growth since my last report to you, and I therefore would repeat my statement of these needs, which are even more pressing than last year.

In pursuance of the instructions of the Board of Regents, during the summer of 1902, several rooms in the Administration Hall were furnished for the accommodation of young men, and the cottage which was vacated by the resignation of Mr. Custers as custodian, in June, 1902, was fitted up for use as a dining hall, and a few rooms on its second floor were furnished for young women. These arrangements were also maintained during the past year.

The rooms given up for this purpose are very greatly needed for recitation rooms, and it is essential that this arrangement be only temporary. All the available rooms are taken, and the dining room is crowded beyond its capacity, about thirty boarders being accommodated at the present time. The success of this experiment is certainly added evidence of the very great need at this school of suitable dormitory quarters.

With the opening of the present school year, the demands for enlarged recitation facilities were so imperative that it was found necessary to remove the young men from the room occupied as dormitory quarters in the main building. A large private house near the grounds was leased, and is now occupied by the young

men as a dormitory. This very inadequately supplies the needed room.

Many parents who would gladly avail themselves of the advantages which the University offers their children for higher education, refuse to send them here, where they would be exposed to the temptations of city life, preferring to send them to other schools outside the Territory, where they will be under the full charge of the University authorities. The present arrangement only partially meets this need and it is earnestly hoped that larger provision can be made by the opening of the next school year.

The Regents have under way plans for the erection of two dormitory buildings and it is expected that they will be ready for occupation by the opening of the next school year. This, however, does not relieve the distress of congested recitation rooms.

The University Geological Survey, as has already been stated, has done some work in this line during the year, but it earnestly hoped that means may be provided whereby this work branch of the University, so important to the development of the Territory, may be carried forward and the results published for distribution..

EQUIPMENT.

The Hadley Climatological Laboratory furnishes a most admirable home for the science work in the University, but the laboratories are very greatly in need of added equipment for more thorough instruction. The basement of the building should be furnished at once, and with a comparatively small outlay, a fair equipment of apparatus could be provided to meet the present needs. This want is most felt in the physical and electric lines, where the demand for more horough and extended laboratory instruction is imperative. This is of the utmost importance, and, in view of the great part which electricity will undoubtedly play in the future development of our Territory, it is highly desirable that provision should at once be made for such work in the University.

The limited means available during the past two years for the conduct of the work of the University, has greatly hampered its growth and development. The revenue derived from the present appropriation is not adequate, and it is most highly desirable, in fact it is imperative, if the University is to grow, to meet the demands of our rapidly increasing and more exacting population, that the regular income of the University be enlarged.

Permit me to say in closing, that I consider the work of the University during the past year has been most gratifying, and that

the prospects for the near future are very promising. The University is certainly a credit to the Territory, and should be the pride of every citizen who assists in its maintenance.

NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS. REPORT TO THE GOVERNOR FOR THE YEAR ENDING JUNE 30TH, 1906.

ESTABLISHMENT.

This institution was established by an act of he 28th Territorial Assembly, approved February 28th, 1889, and was formally opened for the reception of students March 10th, 1890.

STATUS AND PROGRESS.

In many respects the past year has been one of the most noteworthy in the history of the institution. More work was accomplished and the quality was of a higher character. The lowest class of the Preparatory Department was discontinued at the close of the previous year, making the entrance requirement one grade higher than formerly. While this action had the effect to slightly reduce the enrollment for the past year, the result to the institution as a whole proved beneficial. It brought the institution one step closer to strictly collegiate conditions. It had a good effect, too, on the general appearance and character of the school, resulting mainly from dispensing with the class of students that are too young to obtain the best results from college conditions, and by giving us a class of students of greater average maturity, the average age for the past year being 18 years. It is the desire of the management of the college to dispense with the work that properly belongs to the public schools just as speedily as the educational conditions in the Territory will permit, in order that the whole energy of the college teaching force may be devoted to the higher class of educational work.

The regular graduating class from the four years' course was the largest that the institution has yet sent out. It contained eleven members, disributed as follows: One from the Agricultural Course; two from the Domestic Science; four from the Mechanical Engineering, and four from the General.

The following is a list of the members of the class with the subjects of their respective theses: Merle A. Blinn, Astronomical Myths; Ruth Coleman, The Life and Works of Mary E. Wilkins Freeman; U. G. Brown, A New Water System for the College; Bertha Peet, The Poor in America; J. W. Boutz, Tests of Pump-

ing Plants; A. A. Brown, Design of an Electric Light Plant for the Agricultural College; Guy C. Given, A Volumetric Determination of Carbonic Acid; Jose A. Bruno, Efficiency Tests of a 15 H. P. Witte Gasoline Engine; John F. Blinn, Determination of the Percentage of Sugar in the Cactus Fruit; C. D. Miller, New Mexico During the Civil War; Earl A. Graham, Efficiency Tests of a 15 H. P. Witte Gasoline Engine.

Upon all of the members of this class the degree of Bachelor of Science was conferred, and in cases where the graduate desired it, an addition was made to the degree to indicate the course pursued, as Bachelor of Science in Agriculture, or Bachelor of Science in Mechanical Engineering. A large per cent of the men in this class have already entered upon the industrial pursuits for which their college course prepared them. Two have engaged with the Santa Fe Railway machine shops, one is with the Westinghouse Company, two are with engineering corps, and one is engaged in farming. Since the organization of the institution sixty-five have graduated from the regular four years' courses, the first class going out in 1894. A very much larger number have completed the special courses but these are not classed among the regular graduates.

Those students who completed special courses were granted certificates indicating the work accomplished. These were granted as follows: From the Department of Music, to Miss Evelyn Belle Dougherty, of Santa Fe, for completing the course in vcoal music, and to Miss Thora Lute Foster, of Las Vegas, for completing the course in piano music.

From the Department of Stenography, for having completed the course in stenography and typewriting, as follows: John A. Anderson, May Sheppard, Ella Curren, Evelyn B. Dougherty, Ethel Hyatt, Susan Connolly, Estelle Kiehne, Lela Ray Ford, and Mrs. Dee Mullen.

In addition to the above the following students were promoted from the Preparatory Deparment to the first year of regular college work: Walter Ames, Stuart K. Baker, Edna C. Burke, Robert Espy, May Forwood, Doris Foster, Arthur Fraker, Elizabeth Quesenberry, Edward Redding, Vivian Redding, Susan Walker, and Donald W. Young.

The annual commencement address was delivered by Dr. Kendric Charles Babcock, President of the University of Arizona, on the subject, "New Demands Upon Men."

Athletics continued to be an important feature in the field of amusement. The football teams met with not a single defeat dur-

ing the season. They met teams from the Territorial University at Albuquerque, from the Territorial School of Mines at Socorro, and from the El Paso High School, and they still hold the championship of the Territory. At the annual Territorial Intercollegiate Track Meet, which was held on the college grounds, the college team won 82 points out of a possible 108, making them winners of the Manasse trophy cup.

The representative from this college won first honors at the interscholastic oratorical contest, held at Albuquerque during the holiday vacation. Since two other Territorial institutions and four leading high schools were represented in this contest, the indications are that the mental training here is losing nothing because of the attention given to the physical.

As indicating progress, the attendance is gradually becoming more widely distributed over the Territory. The quantity of work which students are able to accomplish shows a definite increase from year to year and the quality of the work is also improving. During the past year students were in attendance from the northwest as far as Gallup and Farmington and across the Territory to the east and southeast as far as Santa Rosa, Roswell, Atresia, and down to Pecos City, Texas. Outside of New Mexico students were in attendance from the following states: Texas, Kansas, Colorado, Indiana, Missouri, West Virginia, Iowa, Louisiana, New York, and also from Mexico, Porto Rico, Salvador, Central America, and the Philippines. The total number enrolled was 217. Of these 164 were actual residents of the Territory. The other 59 came from different states and foreign countries.

A larger per cent entered regular college classes, and a greater proportion of the student body came from outside the immediate vicinity of the college and Dona Ana County. This latter fact is made evident by the difficulty that is found in securing suitable rooming and boarding places for those who seek admission.

Progress is also shown by the more steady, continuous work of the student body as a whole. Fewer withdrew before the end of the year, or before the completion of the work necessary for promotion.

The military department has now been organized long enough to become a permanent feature of the college. Its work was of better quality and it accomplished more good for the cadets than in any previous year since its introduction. The annual competitive drill for the gold medals created more than the usual interest and the contest was very clase. It developed the fact that there

are a number of competent squad drill masters and some finely trained and disciplined privates in the battalion. The prizes were given to the corporal having the best drilled squad, and to the best drilled private, the latter being determined by the usual knock-out drill.

COURSES OF STUDY.

The following brief statements concerning the different courses of study are intended to give a definite idea of their aims and the scope of the work offered by each.

AGRICULTURE.

The course in agriculture is designed to combine, in their proper proportions, that amount of theoretical study with practical training illustrative of the theory learned, which will porduce a well rounded, practical, resourceful man. To this end the course is strong in those sciences, botany and chemistry in their various branches, which form important aids to applied agriculture. A certain number of other subjects of educational and practical value are included, notably the study of the Spanish language, proficiency in which opens a new field for the scientist among Spanish speaking peoples. To all this is added a large amount of practical work under competent instruction and with a modern equipment. A certain amount of choice is allowed in the selection of the studies of the last two years. The instruction is given by text books, lectures, laboratory practice, and field observation.

This course fits young men for the various agricultural pursuits; farming, stock raising, and dairying, also horticultural pursuits, such as fruit growing, nursery business, floriculture, market gardening, and viticulture. It also prepares them for professorships of Agriculture and Animal Husbandry in agricultural colleges, as well as for scientific aids in the United States Department of Agriculture. The demand for trained men in these latter positions has been so great that in recent years most all agricultural graduates have been called into college or experiment station work.

DOMESTIC SCIENCE AND ART.

This course is especially designed to meet the needs of the young women students by giving them both practical and scientific instruction in things pertaining to the home. The course covers four years and is practically the general scientific course with slight modifications for the purpose of admitting the Domestic Science branches, which are so directly dependent upon sciences that a satisfactory course cannot be arranged independently of them.

In the department of cooking the course covers a wide range from the simplest knowledge of the subject to the making of pastry, canning fruit, and the more difficult cookery required in the necessary catering for a home. Some knowledge of food principles and combinations is required before the regular subject of dietetics is taken up in the senior year, which, with the exception that the use of the chafing dish is taught, is entirely given up to the scientific and theoretical side of the subject. Some knowledge of catering for the sick, and of proper serving of foods is given during the junior year.

Sewing comprises an important part of the course, and begins with the teaching of stitches, plain sewing, darning, and mending. After plain sewing has been mastered, the student begins the making of undergarments and shirtwaists. In the senior year dressmaking is taught, including the use of charts and the fitting of dresses. The course also includes some knowledge of fancy work, the making of lace, embroideries, etc. The endeavor is to combine theory and practice that graduates of the department may be materially aided in the administration of the household.

MECHANICAL ENGINEERING.

Instruction in this course is given by lectures, recitations, and practice, so combined as to constitute a symmetrical course of study. The endeavor is to provide the student with a broad foundation of general and theoretical knowledge, together with a liberal amount of practice in the line of his chosen profession. Much time is necessarily devoted to higher mathematics and to technical subjects; yet certain fundamental studies, necessary to a broad and liberal education, such as physics, chemisty, languages, literature, and political economy, are provided for. The student is given a thorough training in the theoretical branches underlying the science of machines, together with a clear understanding of the practical construction of mechanical devices.

Shop practice offers practical illustrations of the precepts taught in the classroom, and is a most essential part of the Mechanical Engineering course. No attempt is made to teach trades, but the course in shop practice furnishes such training as will insure marked advancement subsequent to graduation. The practice is supplemented by lectures on the care and use of the various tools, machines, and materials used in the mechanical engineering profession.

GENERAL COURSE.

The general course is designed to include, as required work, all of those subjects which are necessary in any general course, and at the same time allow the student to select a large proportion of his work. The facilities offered and the time allowed are so arranged that a student may specialize in language (Spanish, Latin, or English), literature (English or American), chemistry, physics, or biology, or may take technical training in agriculture, horticulture, mechanical engineering, or domestic science. With this arrangement a student, by entering the general course, may take any special course of his own choosing, which the institution is able to furnish.

SPECIAL COURSES.

Students of mature years, who cannot remain long enough to take a full course, may be allowed to take special courses. The faculty reserves the right to refuse such requests, or to order such modifications as may seem best for the student and the college. No degrees are granted for this special work, but those who perform such work in a satisfactory manner will receive certificates.

In addition to the above which has reference to the selection of work from the regular courses special courses are offered in instrumental and vocal music, stenography and typewriting, and in agriculture.

EQUIPMENT.

The general equipemnt of the college consists of buildings and grounds valued at $75,000.00; apparatus and machinery of a value of $50,000.00, and a library of nearly 25,000 books and pamphlets, worth $17,000.

The equipment for insruction in agriculture includes a farm of 170 acres, under irrigation, with fields and plats for use in demonstrating methods of producing the various crops adopted to the climate. The department is well equipped with breeds of improved stock, the latest improved farm machinery, and all that pertains to properly conducting diversified farming operations.

The kitchen laboratory is provided with individual gas stoves on desks fitted with small closed cupboards containing those cooking utensils of which the students are in constant need; a convenient utensils, a refrigerator, cupboards filled with dishes for serving and all the utensils and conveniences found in the best equipped kitchens. There is also a large range, food charts, and charts illustrating the cuts of meat.

The sewing room is well equipped with all the conveniences nec-

essary to the department; sewing machines, cutting and sewing tables, lap boards, sewing chairs, and cabinets for holding samples of finished work, putting away materials, etc. A fitting room is separated from the main sewing room by portieres, and furnished with mirror, washstand, couch, and other necessaries.

The department library contains many books of reference on all phases of the household, including the latest and best books on dietetics, and the best magazines on both domestic economy and domestic art, making altogether a very well equipped department.

The equipment for instruction in mechanical engineering is quite complete and up-to-date. The boilers, the numerous steam and gas engines, testing apparatus, the Olson testing machine, the dynamo, the motor, and other machinery afford ample opportunity for investigation and practice work in these various lines. The machine shop, the wood-working shop, and the forge department are each completely equipped for the vraious kinds of work usually offered in such lines.

The departments of biology, chemistry, and mathematics are well supplied with all apparatus designed for the usual class demonstrations and student practice.

The equipment for instruction in the various courses offered by the institution as a whole is fully up to that of other institutions of this kind.

BOARD OF CONTROL.

The Board of Regents, as at present organized, consists of the following members: Seaman Field, Deming, N. M., President, whose term expires in 1906; Herbert B. Holt, Las Cruces, N. M., Secretary and Treasurer, whose term expires in 1908; J. M. Webster, Hillsboro, N. M., whose term expires in 1909; Jose Lucero, Las Cruces, N. M., whose term expires in 1907; Granville A. Richardson, Roswell, N. M., whose term expires in 1910; Herbert J. Hagerman, Governor, Santa Fe, N. M., and Hiram Hadley, Superintendent of Public Instruction, Santa Fe, N. M.

FACULTY AND INSTRUCTORS.

The following is a list of the faculty and other officers of the institution:

Luther Foster, M. S. A., President and Professor of Political Economy and Psychology; Clarence T. Hagerty, M. S., Professor of Mathematics and Astronomy; Elemr O. Wooton, A. M., Professor of Biology and in charge of Geology; Francis E. Lester, Registrar and Principal of the Department of Stenography; John Dabney Tinsley, M. S. A., Professor of Physics; John J. Vernon,

M. S. A., Professor of Agriculture and Superintendent of Grounds; Merritt Lorraine Hoblit, A. B., Professor of Spanish and Latin; Raleigh Frederick Hare, M. S., Professor of Chemistry; John R. Macarthur, Ph. D., Professor of English and History; Fabian Garcia, M. S. A., Professor of Horticulture; Eaton A. Edwards, Lieutenant Colonel U. S. Army, retired, Professor of Military Science and Tactics; Charles E. Paul, S. B., Professor of Mechanical Engineering and Superintendent of Buildings; Geraldine Combs, Principal of Preparatory Department; Caroline W. Daniels, A. M., Dean of Women and Matron of Women's Hall; Margaret Haggart, B. S., Professor of Domestic Science; Archibald Bruce Sage, B. S., Assistant Professor in Mechanical Engineering Department; John Oliver Miller, B. S., Assistant to the Registrar and in the Department of Stenography and Typewriting; Elizabeth E. Shimer, M. E., Assistant in Preparatory Department; John M. Scott, B. S., Assistant in Animal Husbandry; Florence J. Foster, B. S., Instructor in Domestic Art; Martha A. Bennett, Instructor in Piano Music; Maud Morrison, Instructor in Vocal Music; Singleton Reynolds Mitchell, B. S., Assistant in Chemical Department; John George Miller, Assistant in Mechanical Engineering; Jennie A. Thomas, Assistant in Preparatory Department; A. Cleveland Hartenbower, B. S., Assistant in Irrigation; John A. Anderson, Assistant in the Department of Stenography and College Stenograper; Lucy M. Lewis, A. B., Librarian and Assistant in English; J. B. Thompson, B. S., Assistant in Horticulture; Anna Hall, Housekeeper of Women's Hall.

Thirteen of the above list of officers are also connected with the agricultural experiment station and a number of them devote a large portion of their time to its work of investigation.

REPORT OF THE NEW MEXICO SCHOOL OF MINES.

For the Scholastic Year Ending May 25, 1906, By R. P. Noble, President.

PROPERTY AND EQUIPMENT.

The buildings of the New Mexico School of Mines, located on a twenty-acre tract of land about a mile from the business center of Socorro, cost about $50,000. The equipment of the School, consisting of the libraries, physical and chemical apparatus, chemical supplies, mineralogical specimens and cases, and machinery, is estimated at $10,000.

MAINTENANCE.

The School of Mines is maintained by an appropriation of $14,000 a year from the Territorial treasury. There is a small

additional revenue from the sale and lease of lands belonging to the institution.

CURRICULA.

Four distinct curricula are offered at the School: Mining Engineering, Metallurgical Engineering, Mining Geology and Civil Engneering. The courses comprising these curricula are strictly collegiate or technical and extend through four years. At the completion of the third year the bachelor's degree is conferred and at the completion of the fourth yaer, the engineer's degree. A preparatory department, or academy, is maintained especially for those students whose deficiencies would otherwise prevent their entrance into the institution.

FACULTY.

The faculty for the scholastic year ending May 25, 1906, was composed of: Charles Rollin Keyes, A. M., Ph. D., president and professor of languages; Oliver Russell Smith, B. S., C. E., professor of civil engineering; Robert Bruce Brinsmade, E. M., professor of mining and metallurgy; Robert Peelle Noble, A. M., professor of chemistry and director of the chemical laboratory; Ralph Waldo Twining, A. B., principal of the academy.

ENROLLMENT.

During the last scholastic year forty students were enrolled. Of these, twenty-five were in the college, distributed as follows: First year, 15; second year, 5; third year, 2; special, 3.

GRADUATES.

Two students graduated from the School of Mines at the close of the last scholastic year Harry J. Hubbard, now in the employ of the Greene Gold-Silver Co., in the capacity of mine-foreman at La Navidad Mine, Temosachic, Mexico, and Samuel C. Cockerill, now availing himself of the advantages of the Allis-Chalmers scholarship at Milwaukee.

The School of Mines gives no diploma of graduation from the academy.

LIBRARIES.

For convenience in reference many of the books of the School are divided into departmental libraries. The total number, however, is about 5,000 volumes, including the valuable Powell library.

MILITARY INSTITUTE.

Roswell, N. M., July 1, 1906.

Sir:—In making this, the eighth annual report of the New Mexico Military Institute, I wish to call attention first to the fact that during the past year the Territory's Military School has been twice inspected by officers of the Army; that through their recommendations it has been recognized by the War Department, and an officer of the Army has been detailed to act as instructor of military science and tactics. As this institution is not a "Land Grant" school, it could only secure the benefit of a detail by demonstrating its actual worth as a military training school of high order. This has now been accomplished and the New Mexico Military Institute is rated in Class "A" by the United States War Department.

April 11, 1906, Lieut.-Col. George H. Paddock, then Commandant of Ft. Wingate, acting under orders of Gen. Frank D. Baldwin, Commander of the Southwestern Division, inspected this school. His report was as follows:

El Paso, Texas, April 14, 1906.

General Frank D. Baldwin, Okla. City, Okla.

My Dear General:—Agreeable to your instructions contained in letter of March 20th last, and also in telegram of 7th inst., that reached me at Las Cruces, N. M., I have the honor to make the following direct report of my observations and opinions as to the military features of the Agricultural College at Las Cruces and the New Mexico Military Institute at Roswell, N. M.

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In regard to the Institute at Roswell, my opportunities were good for observation, as I accompanied the Adjutant General of New Mexico during his annual inspection. At present they have one hundred and thirty-seven cadets, all permanently assigned to three companies and a band. The uniform is worn habitually by both cadets and instructors. Cadets form in ranks and march to meals and to section rooms as at West Point. Cadets may not have citizen clothing; they live at the Institute and are not allowed out of its limits without authority. Frequent drills and parades are compulsory upon all cadets unless excused by the doctor at sick call. The course of study is admirably adapted to train men for the profession of arms. The spirit of the Institute is purely military. The work is hard and done in earnest. Considering their

very limited means, their present military proficiency can only be attributed to the earnest work of the cadets, to the zeal and high efficiency of the officer in charge with his able assistants, and lastly to the fact that the Institute is based and managed upon sound principles of military instruction. I am, sir,

Very respectfully,

GEO. H. PADDOCK,
Lt. Col. 5th Cav.

Upon receipt of this report, an application was made for the detail of an officer; the same received favorable consideration and on May 22d, 1906, Colonel W. S. Schuyler, Chief of Staff of the Southwestern Division, was ordered to inspect this school and to make a report regarding its Military, Academic, Physical and Moral conditions.

The authorities of the Institute were notified of this order one day in advance of the close of the school, and as it was then impossible to get Colonel Schuyler here before the date previously arranged for granting the vacation furloughs, it became necessary to appeal to the patriotism of the cadets as to whether they were willing to remain at the Institute until the inspector could arrive from Oklahoma City, where he was stationed, in order that he might make such inspections as were required by law.

Accordingly the matter was presented to the Cadet body and they came forward to a man, agreeing to stay at the post, if need be, four days after the regular time. This voluntary act upon the part of the cadets, more than anything which has happened in the history of the New Mexico Military Institute, showed the great love the cadets have for their school and demonstrated that they were willing to sacrifice their pleasures for the good of their Alma Mater. Colonel Schuyler was immediately communicated with by wire and he arrived one day after the close of the regular session. He made a thorough inspection and was highly pleased with the school in every respect; he was especially complimentary regarding the Military Department.

We have not received a copy of Colonel Schuyler's official report, but soon after his inspection the following order from the War Department was received:

War Department, Washington, June 1, 1906.

(Extract). Special Orders No. 130.

17. By direction of the President, under the provisions of the act of Congress, approved November 3, 1903, Captain Warren S. Barlow, United Sates Army, retired, is upon his own application,

detailed as professor of Military Science and Tactics at the New Mexico Military Institute, Roswell, N. M.

By order of the Secretary of War:

Official:
HENRY P. M'CAIN,
Military Secretary.

J. FRANKLIN BELL,
Brig. Gen., Chief of Staff.

This order placed the New Mexico Military Institute on an equal footing with the leading military schools of the United States, and affords it an opportunity to secure all necessary arms and equipments needed in its Military Department direct from the United States arsenals without any cost to the Territory or to this institution.

During the last year this institution has grown and improved in all respects; more cadets were received than ever before; more work was accomplished in the academic department and the discipline and moral condition of the school was most excellent. On account of limited quarters a great many applicants were refused admission. However, new quarters were provided and a greater number were matriculated than ever before. During the summer of 1905, one new building was added, but owing to the fact that larger rooms were needed for the scientific departments, only a few more rooms were available for living quarters. Both the Chemical and Physical laboratories were given better and larger rooms; also the Cadet Hospital was removed to a better building and supplied with modern equipment.

A great deal of attention has been paid to the improvement of the grounds and the post now presents a pleasing and attractive appearance. As the cadets spend so much of their leisure time out of doors owing to the delightful weather which prevails during the session, it has been deemed advisable to arrange the grounds and improve them so as to make the open air life as pleasant as possible.

The Institute now has three water plants on its grounds which furnish an abundance of water for both domestic and irrigating purposes. During the past year the trees have made a wonderful growth, and the large grass plots are as green as a meadow.

The buildings, which are eight in number, are all in perfect condition. It is the policy of the school to repaint every two years, and during the summer months all of the buildings and quarters are thoroughly renovated and repaired. During last summer over two thousand dollars was expended in plastering, painting and improving the buildings. About the same amount is to be used this

summer for similar purposes. While this system of repairing is a heavy tax on the school's running expenses, it preserves the buildings and adds greatly to the comfort and pleasure of both officers and cadets.

At the close of last session seven young men were graduated. While this was a smaller class than the one of the year before, it was composed of a splendid lot of young men, and they will no doubt prove a credit to both the Territory and the Military Institute which prepared them for their life work.

The corps of instructors was increased from eight to nine, another officer being added to assist with the extra work in the fourth class. Owing to the fact that more new cadets were admitted last session, it became necessary to divide the Fourth Class into two sections, and this division demanded an additional instructor. All of the officers employed were experienced teachers, graduates of standard colleges and men who won the confidence of both scholars and patrons. All of the officers lived in barracks with the cadets, took their meals in the mess hall and shared the student life. By this method the officer and cadet become thoroughly acquainted and the very best results are obtainable. The cadet barracks was divided into five divisions and an officer placed in charge of each division. By having the officers thus scattered through barracks, they were able to attain the best of discipline without making the work extra hard for any particular instructor.

The military department was in almost perfect condition throughout the entire session and great credit is due to the Commandant for the splendid results attained. The battalion which was composed of 138 men was divided as heretofore into three companies and a band. The cadets were thoroughly drilled in all infantry tactics, lectured in military science and instructed in general duties regarding discpline and conduct of a soldier. The cadet officers were very efficient and managed their companies with skill. They were also a great help in preserving and enforcing discipline in quarters.

The demand for admission is becoming greater and greater each year until it seems that this could be made one of the greatest training schools in the Union if sufficient buildings could only be secured. Last session the standard for admission was considerably raised, yet more than fifty applications for admission were refused. This, of course, is a very encouraging sign for the school, and shows that it is appreciated by the people, yet it is very discouraging to be forced to reject good material solely on account of lack of sleeping rooms.

Following is the table of receipts and disbursements from June 30, 1905, to June 30, 1906. All original bills are required to be itemized and receipted, are carefully filed and preserved, and are subject to inspection at any time.

RECEIPTS.

Balance on hand, Land Sales and Leases Fund, June 30, '05	$2,454.53
Balance on hand, Levy Fund	55.71
Balance on hand, Tuition Fund	4,431.52
Received from Territorial Auditor, from June 30, '05 to June 30, '06—Proceeds Land Sales and Leases,	430.15
Received from Territorial Auditor from from June 30, '05, to June 30, '06—Proceeds Levy	13,875.58
Received for Tuition, Board, etc., from from June 30, '05 to June 30, '06	25,528.14
Total	$46,775.63

DISBURSEMENTS.

Tuition (refunded)		$ 175.00
Maintenance and Supplies		28,525.23
Advertising	$ 816.76	
Athletic Supplies	61.65	
Commissary	8,379.61	
Expenses	885.92	
Fuel	149.92	
Hospital	211.11	
Insurance	423.40	
Laboratory Supplies	107.58	
Laundry	2,247.96	
Light	687.14	
Military Supplies	242.26	
Office	403.21	
Repairs	655.44	
Salaries	7,417.80	
Stable	405.28	
Wages	4,412.88	
School Supplies	1,017.31	
Property		$9,390.57

Buildings	$ 2,438.95	
Furniture and Fixtures	1,505.66	
Improvements	2,599.20	
Library	206.54	
Movables	617.50	
Sewer	66.35	
Tools	48.45	
Water Works	1,158.43	
Electric Light Plant	749.49	
Balance on hand, Land Sales and Leases Fund, June 30, '06		.68
Balance on hand, Levy Fund		89.62
Balance on hand Tuition Fund		8,594.53
Total		$46,775.63

Respectfully submitted,

COL. JAMES W. WILLSON,
Superintendent.

To
Hon. H. J. Hagerman, Governor of New Mexico, Santa Fe, N. M.

PUBLIC HIGH SCHOOLS.

Location.	No of Teachers	No of years in High School Course.	No. of Pupils enrolled in First Year.	No of Pupils enrolled in Second Year.	No of Pupils enrolled in Third Year.	No. of Pupils enrolled in Fourth Year.	Total No enrolled in High School.	No of Months Taught.	No. of Vols. in Library.	Value of Library.
Albuquerque	4	4	49	26	11	10	96	9	2000	2500
Alamogordo	1	2	9	7	0	0	16	8	.....	.....
Artesia	2	3	29	7	5	0	41	7½	.....	.....
Carlsbad	2	3	20	10	5	0	35	9.	350	300
Deming	2	4	12	17	7	3	39	9	732	500
East Las Vegas	3	4	29	18	7	11	73	9	300	500
Farmington	2	3	13	4	2	0	19	8	50	.....
Gallup	3	3	11	11	4	0	26	9	387	200
Roswell	3	4	50	20	23	7	100	9	250	300
Raton	3	4	16	17	16	7	56	9	300	500
Santa Fe	3	4	18	10	11	5	44	9	150	325
Totals and Averages...	28	38	256	147	91	43	545	9	4619	5200

NORMAL SCHOOL.

Silver City, N. M., June 30, 1906.

Supt. Hiram Hadley, Santa Fe, N. M.:

Sir:—I herewith send you a report of the New Mexico Normal School for the Scholastic year ending June 30, 1906.

Enrollment in the Training School which consists of eight grades and which is preparatory to the Normal courses proper; male 30, female 46; enrollment above the preparatory department: male 20, female 53. Graduates this year 10. Total number of graduates to date, 82. Graduates teaching, 34.

The equipment may be estimated as follows: Volumes in the library, 4,500. These cover the subject matter of the course of study and that of general information. The museum consists of curios, mineral specimens and school work exhibits. It is difficult to place the value upon these. The gymnasium is fully equipped for heavy and light gymnastics. The equipment of the Chemical and Physical laboratories is sufficient to give a course of one year's work in these subjects. The Manual Training department is furnished for a class of 12 pupils. The Training School is well furnished with adjustable seats, desks, a good working library and other apparatus to facilitate instruction.

The school was established in 1893. Since that time it has not only grown as indicated but it has a property valuation amounting to $75,000. From two teachers employed at first it has come to employ ten. Its course of study is both Academic and Professional. In the point of time and professional studies it is the rank of the best Normal Schools in the country.

The policy of the Regents has been not only liberal but in harmony with the highest ideas of education.

Respectfully submitted,

C. M. LIGHT.

NORMAL UNIVERSITY.

June 30, 1906.

To Hon. Hiram Hadley, Superintendent of Public Instruction, Santa Fe, N. M.

Sir:—I have the honor to submit the following report of the New Mexico Normal University for the year ending June 30, 1906:

The eighth academic year of this institution closed on June 1, 1906, at which time sixteen students were graduated, eight from the academic course, four from the advanced normal course, and four from the elementary normal. At the close of the summer

session, August 10, three more will be graduated from the elementary normal course, making the membership of the class of 1906, the largest thus far graduated from this institution, namely, nineteen. The total enrollment for the year was 248, an increase of 49 over that of the preceding year. Of this number 186 were registered in the normal and academic departments, and 62 in the training school. The enrollment for the year represented 20 counties, the only counties in the Territory not represented being Eddy, Bernalillo, McKinley, Torrance and Luna.

The summer session of 1905 gave much encouragement to think that a large field exists for short periods of instruction. The session opened on June 19, and continued 8 weeks, closing August 11. The enrollment was 65. These students came from 15 different counties. Of the number enrolled 35 had taught during the preceding twelve months. The course of instruction comprised all branches required for any grade of teacher's certificate in the Territory, and certain higher acadmeic and professional branches which are credited in the courses of this institution. In view of the demand for the regular branches leading to a diploma, it is evident that we can meet the needs of a much larger number and serve them more effectively by so correlating the instruction of this session with that of the regular session as to make one supplement the other. This plan will be put into effect in future sessions.

The Normal University carries on two distinct lines of instruction, namely, academic and professional. The academic instruction here referred to is designed to meet the needs of pupils coming from localities which do not offer in their local schools satisfactory educational advantages. The course prepares for colleges and universities. The professional instruction is comprised in the advanced normal course. It covers five years of work, the last two of which are devoted to the theory and art of teaching, including psychology, principles of education, art of teaching, school management, history of education, professional music, professional drawing, method in each of the common branches, and a half-year given wholly to teaching in the training school. Graduates of full-course high schools can complete the course in two years.

The life of this institution the past year has been characterized by a steady and substantial growth. The fact that it drew students from all except five counties in the Territory, is evidence that it is now *Territorial* in the strictest sense of that term; the grade of scholarship is much better than formerly; the spirit of the students is conducive to serious and thorough work; more high school graduates are seeking admission; more systematic work in

the training is now possible; and that professional spirit which should pervade a school for the training of teachers has become one of the conspicuous features of the student body.

Respectfully submitted,

EDMUND J. VERT.